DOCUMENT RESUME

ED 128 646 CE 008 064

AUTHOR Craig, David G.
TITLE A National Study of the Supply and Demand for Teachers of Vocational Agriculture in 1975. VT Research Series.
INSTITUTION Tennessee Univ., Knoxville. Dept. of Vocational-Technical Education.
REPORT NO VT-103-141
PUB DATE Mar 76
NOTE 32p.

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Agricultural Education; College Graduates; *Educational Trends; *National Surveys; Tables (Data); *Teacher Employment; *Teacher Supply and Demand; *Vocational Agriculture Teachers

ABSTRACT

This eleventh annual survey describes the nature and degree of the shortage of vocational agriculture teachers in 1975 and identifies changes and trends since 1965. The purpose of the survey is to provide data to be used in statewide and nationwide recruitment efforts to secure prospective vocational agriculture teachers. Information was obtained from questionnaires mailed to teacher educators and state supervisors. Results are presented in tabular form. Major findings are summarized, and recommendations offered relating to recruitment, teacher certification, and employment. Appendices include the two questionnaires used in the survey. (Author/RG)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED128646

Department of Vocational-Technical Education / The University of Tennessee, Knoxville

VT RESEARCH SERIES

A National Study of the Supply and Demand for Teachers of Vocational Agriculture in 1975

by

David G. Craig

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

College of Education

The University of Tennessee

March 1976

VT-103-141

CE 008 064

CE 008 064

FOREWORD

Demand and supply data about vocational agriculture teachers on a state and national basis can be useful in recruitment efforts. This is the major premise for the study which has been conducted annually for eleven consecutive years. This study provides objective data from every state that can be used by agricultural education leaders to identify and compare teacher trends in the vocational agriculture profession. It can provide information for planning and evaluating programs, as well as for public relations. In addition, this study has low cost in terms of its scope and use in the profession. Continued verbal and monetary support is provided by the Professional Personnel Recruitment Committee of the Agricultural Education Division of the American Vocational Association. During the annual American Vocational Association meeting in December, the Recruitment Committee receives a progress report of the current year's study, studies carefully last year's report, and makes recommendations for improving future study efforts. Responsible suggestions are welcome from any reader.

This eleventh anniversary report is dedicated to Dr. George W. Wiegers, Jr. For more than a quarter of a century Dr. Wiegers has been a steady leader of agricultural education in Tennessee. He has participated, promoted and progressed in teaching, field service and research activities. Dr. Wiegers has served the University of Tennessee well in many and varied capacities. He has received the citation for Distinguished Service in Agricultural Education, and now is the national president of the American Association for Teacher Educators in Agriculture.

The major use of the data in this study has been to stimulate recruitment efforts. Teacher training institutions and state departments of education have used the data to aid their planning in expanding agricultural education programs. In addition, the data has been used to assist in modifying certification standards. Information from the study has also been used by the National Vocational Agricultural Teachers Association in their careers booth at the National FFA Convention. This report is circulated to every state education department and agricultural teacher education institution and to selected agricultural education leaders in the United States. Summary reports appear in The Agricultural Education Magazine and the Agriculture Teachers Directory and Handbook. Agricultural business and industrial newsletters and magazines include some of the data in news columns and articles.

A serious attempt will be made this year to complete the 1976 report during this calendar year. The questionnaires will be improved and sent out earlier. It would be most helpful if respondents (head state supervisors and teacher educators) would read the questionnaire CAREFULLY and return it PROMPTLY. Thanks.

The author wishes to thank Dr. Melvin Miller, Head, Department of Vocational-Technical Education and Dr. George W. Wiegers, Jr., Chairman, Agricultural Education for their support and encouragement during the study.

David G. Craig
Associate Professor
Department of Vocational-
Technical Education

CE 008 064

TABLE OF CONTENTS

	Page
FOREWORD	i
LIST OF TABLES	iii
SUPPLY AND DEMAND FOR TEACHERS OF VOCATIONAL AGRICULTURE IN THE UNITED STATES.	1
Introduction	1
Gathering the Data	1
SUMMARY AND RECOMMENDATIONS.	2
Types of Teaching Positions	2
Recommendations	3
MAJOR FINDINGS	5
Agricultural Education Graduates.	6
Enrollments in Agricultural Colleges.	7
An Eleven-Year Comparison of Teacher Supply	8
Changes in Curriculum and Clientele	9
Graduates by States and Regions	11
Number of Teachers Prepared by State and Region	16
Suggestions to States with Teacher Shortages.	22
APPENDICES	Appendix
Survey of Teacher Supply and Demand in Vocational Agriculture.	I
Survey of Teacher Supply in Vocational Agriculture in 1975.	II

LIST OF TABLES

Page

TABLE I -- Number of Teaching Positions in Vocational Agriculture in the United States in 1975 5

TABLE II -- Percentages of Agricultural Education Graduates Entering Various Occupations 6

TABLE III -- Enrollment in Colleges of Agriculture Compared with Numbers Qualified in Agricultural Education 1959-1975. 7

TABLE IV -- An Eleven-Year Comparison of Selected Information on the Supply of Teachers of Vocational Agriculture. 8

TABLE V -- Types of Teaching Positions in Vocational Agriculture in 1974 and in 1975. 10

TABLE VI -- Placement of Agricultural Education Graduates by Regions in 1975 11

TABLE VII -- Teaching Positions in Vocational Agriculture by States and Regions, September 1, 1975 12

TABLE VIII -- Graduates in Agricultural Education by States and Regions During the 1974-75 School Year. 17

TABLE IX -- Placement of Graduates in Nonteaching Positions and Outside the State by Region in 1975. 22

TABLE X -- States with Thirteen or More Agricultural Education Graduates Employed in Positions Other than Teaching Vocational Agriculture 23

SUPPLY AND DEMAND FOR TEACHERS OF VOCATIONAL AGRICULTURE IN THE UNITED STATES 1975

INTRODUCTION

The much publicized oversupply of teachers in education is only a half-truth. The field of vocational agricultural education has had a shortage of teachers for many years. This report proposes to describe the nature and degree of the shortage of vocational agriculture teachers in 1975. In addition, changes and trends will be identified which have occurred since 1965 when the study began. The findings of this eleventh annual survey of the supply and demand for teachers of vocational agriculture will be used to stimulate and aid state-wide and nation-wide recruitment efforts to secure prospective teachers for the profession.

GATHERING THE DATA

The data on teacher supply and demand was secured from all known institutions preparing teachers in vocational agriculture except two, as well as the offices of head state supervisors in agriculture. Questionnaires were mailed to both groups on August 15, 1975. Although data collection extended into January, an almost 100 percent return was received from both groups of respondents.

The respondents were asked to provide information regarding numbers of graduates qualified and the number of teaching positions available. Responses have been tabulated for each state and each institution preparing

teachers. A copy of each of the questionnaires used in the study is included in the Appendix.

SUMMARY AND RECOMMENDATIONS

The summary and recommendations regarding the development of a more adequate supply of teachers is included at this point for the convenience of those readers who do not wish to read the entire study. The following represents a brief review of selected results, conclusions and recommendations.

A total of 1,660 persons were qualified for teaching vocational agriculture in 1975 as compared to 1,038 in 1965. Although the number qualified has decreased somewhat since the high of 1,700 in 1970, the percentage of individuals placed in vocational agriculture teaching continues to increase and was 60.2 percent in 1975. A turnover of 10.5 percent also contributed to the teacher shortage. This percent of teacher turnover has ranged from nine to twelve percent for each of the past eleven years.

A comparison of the number of teachers of vocational agriculture in the nation over the past decade shows that the number has increased from a low of 10,221 in 1967 to a record high of 12,107 in 1975. In addition, the number of vocational agriculture teachers in technical institutions and community colleges continues strong with 1,141 positions.

TYPES OF TEACHING POSITIONS

Several trends continue to appear in types of vocational agriculture teaching positions. Almost ninety percent of all positions occurring in general or comprehensive high schools continues to be high while less than ten percent were employed in area or vocational high schools. More than one-half, or 54.4 percent, of the positions involved teaching adults and/or young farmers as well as high school students. The number of teachers in

multiple teacher departments represented about 47 percent of the total, a figure which has increased each year.

About 570 more teachers than in 1974 were teaching specialized programs in such areas as Agricultural Business and Supply, Ornamental Horticulture and Agricultural Mechanics. Most of these programs, however, were offered along with other courses in agricultural production.

Most teaching positions were filled by fully qualified persons holding a Bachelor's degree. The number of positions filled by teachers with temporary or emergency certificates increased by more than two-thirds to 607 in 1975.

RECOMMENDATIONS

The Professional Personnel Recruitment Committee has recommended that approximately 1,800 persons per year be qualified for teaching vocational agriculture in the nation. It would appear that this goal is realistic, as evidence is submitted to indicate program growth in terms of new positions. In view of this goal, the following recommendations are suggested:

1. Vocational agriculture teachers should recruit their best students each year for teaching vocational agriculture. Each teacher should have as his/her goal that at least one of his/her students graduate in agricultural education every three years.

2. Teacher turnover should be reduced and maintained at a low percentage level. Local administrators, state supervisors in agricultural education and professional organizations should encourage all teachers of quality programs to remain in the profession.

3. State supervisors and teacher educators in surplus states should encourage current agricultural education graduates to cross state lines to areas where shortages exist. Continued efforts need to be made to make teacher salaries competitive with other fields in which they might enter.

4. State vocational agriculture teacher associations should exercise leadership in forming and/or maintaining an active recruiting campaign. Emphasis should be placed upon the variety of job opportunities, locations and the advantages of teaching as a profession.

5. Agricultural education leaders at the state level should make strong efforts to reduce the number of uncertified teachers in the profession. Steps need to be taken to broaden certification standards to include such areas as horticulture, agricultural business and agricultural mechanics. Names and addresses of available and certified teachers need to be placed in the hands of employing superintendents and boards of education.

6. This longitudinal study of the supply and demand for teachers of vocational agriculture should be continued under the sponsorship of the Professional Personnel Recruitment Committee of the Agricultural Education Division of the American Vocational Association.

MAJOR FINDINGS

The demand for teachers of vocational agriculture is shown in Table I. A turnover of 10.5 percent required 1,273 teachers for replacements for the 12,107 positions in 1975. This table shows that there is still a teacher shortage in that 211 teachers were needed but not available September 1, and that 78 departments could not operate during the 1975-76 school year because of a lack of teachers.

TABLE I

NUMBER OF TEACHING POSITIONS IN VOCATIONAL AGRICULTURE IN THE UNITED STATES IN 1975

Item	Number
1. Total positions as of 6/30/75	12,107*
2. New graduates entering teaching during the 1974-75 school year	999
3. Net gain in positions during the 1974-75 school year	394
4. Number of newly qualified teachers still available 8/1/75	62
5. Teachers needed but unavailable 8/1/75	211
6. Teachers with temporary or emergency certificates	607
7. Departments which will not operate in 1975-76 because of the teacher shortage	78

*Does not include 1,141 positions in technical institutions and community colleges.

AGRICULTURAL EDUCATION GRADUATES

It is evident from Table II that a total of 1,660 teachers were qualified by institutions last year and of these 999, or 60.2 percent, assumed teaching positions in vocational agriculture. As the Armed Forces attracted the fewest graduates again in 1975, those entering graduate work showed a slight increase. The Table also shows the eleven-year trends of the number of teachers qualified and the percent entering various occupational areas.

TABLE II

PERCENTAGES OF AGRICULTURAL EDUCATION GRADUATES ENTERING VARIOUS OCCUPATIONS

Occupation	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975
Total Number Qualified	1038	1151	1233	1314	1566	1700	1743	1759	1713	1623	1660
Total Number Placed in Vo-Ag	671	701	742	809	891	866	864	964	966	943	999
Teaching Vocational Agriculture	64.6	61.4	60.2	61.6	56.9	51.0	49.6	54.8	56.3	58.1	60.2
Graduate Work	9.2	10.0	12.4	7.8	9.3	9.0	9.1	7.9	7.6	8.9	9.8
Other Work	4.7	8.2	7.2	7.8	7.6	11.0	11.0	11.0	13.7	10.8	9.9
In Armed Forces	6.7	7.0	5.5	10.3	8.4	12.7	12.0	5.0	2.2	1.1	1.1
Teaching Other Subjects	6.2	5.4	8.2	7.5	11.4	7.3	6.1	6.6	4.1	4.1	3.3
Farm Sales, Service or Supply	5.6	5.4	3.2	2.0	2.7	4.1	5.1	6.3	6.8	7.8	7.5
Farming	3.0	2.6	3.3	3.0	3.7	4.9	7.1	7.7	9.3	9.2	8.2

ENROLLMENTS IN AGRICULTURAL COLLEGES

There should be a close relationship between the number of agricultural teachers qualified and the number of persons enrolled in agricultural colleges. Table III shows a more rapid increase in agricultural college enrollments over this eleven-year period than the number qualified to teach. More specifically, as the number of persons qualified to teach has stabilized in the past seven years, the agricultural college enrollments have more than doubled.

TABLE III

ENROLLMENT IN COLLEGES OF AGRICULTURE COMPARED WITH NUMBERS QUALIFIED IN AGRICULTURAL EDUCATION 1959-1975

Academic Year	Enrollment in Agriculture	Percent Based on 1959-60	Number Qualified in Agricultural Education	Percent Based on 1959-60
1959-60	33,968	100%	1,324	100%
1964-65	39,623	116.6	1,110	83.8
1968-69	52,623	155.8	1,566	118.2
1969-70	57,517	169.3	1,700	128.4
1970-71	62,863	185.0	1,743	131.6
1971-72	66,057	194.4	1,759	132.8
1972-73	66,752	196.5	1,713	129.4
1973-74	77,516	228.2	1,623	121.1
1974-75	88,992	262.0	1,660	122.0

AN ELEVEN-YEAR COMPARISON OF TEACHER SUPPLY

An eleven-year comparison of the number of positions in teaching vocational agriculture in Table IV shows an upward trend since 1971. The highest number of teaching positions occurred in 1975 when there were 12,107.

One aspect of the teacher shortage can be shown with the column entitled "Teachers Needed But Not Available August 1." During the years of 1967 and 1973, the profession experienced high teacher shortages; however, in 1974 the largest shortage occurred with 292 teachers needed but not available.

TABLE IV

AN ELEVEN-YEAR COMPARISON OF SELECTED INFORMATION ON THE SUPPLY OF TEACHERS OF VOCATIONAL AGRICULTURE

Year	Total No. of Positions	Teachers Needed But Not Available August 1	Total Qualified for Teaching	Percent Qualified Entering Vo-Ag Teaching
1965	10,378	120	1,038	64.6
1966	10,325	162	1,151	61.4
1967	10,221	232	1,233	60.2
1968	10,606	141	1,314	61.6
1969	10,560	121	1,566	56.9
1970	10,520	171	1,700	51.0
1971	10,438	120	1,743	49.6
1972	10,716	134	1,759	54.8
1973	11,141*	276	1,713	56.3
1974	11,578*	292	1,623	58.1
1975	12,107*	211	1,660	60.2

*The figures for 1973 to 1975 do not include teachers of agricultural technicians in technical institutes, community colleges, and similar institutions.

CHANGES IN CURRICULUM AND CLIENTELE

Changes in vocational agriculture teaching positions are shown in Table V. This table shows that only 54.4 of the teachers taught both high school and continuing education classes for adult and young farmers. The number teaching full-time continuing education classes has fluctuated greatly in the last three years and has increased to 521 for 1975.

Slightly less than 90 percent of the vocational agriculture positions were located in comprehensive or general high schools, while less than one percent occurred in vocational high schools. The number of teachers located in single teacher departments has stabilized and was 52.7 percent in 1975. Hence the number of multiple teacher departments did not change significantly.

Curricular offerings in agriculture are showing trends toward specialization. More than one-half of the teachers are located in programs of full-time production agriculture or in specialized areas. The number of teachers with full-time responsibility in specialized programs increased 32 percent from last year to 1,845 persons. The percentage of teachers in full-time production agriculture decreased more than 10 percent to 3,733 persons. Hence, there was a decrease in those teachers teaching production agriculture and an increase in teachers of specialized courses.

TABLE V

TYPES OF TEACHING POSITIONS IN VOCATIONAL AGRICULTURE IN 1974 AND IN 1975

Type of Position	Number 1974	Number 1975	Percent of Total 1975
By Kind of Students			
Teachers of adult and young farmer classes only	379	521	4.4
Teachers of high school classes only	4,712	4,949	41.2
Teachers of both high school and out-of-school classes (adult and/or young farmer classes)	5,360	6,531	54.4
By Kind of School			
Teachers in general or comprehensive high schools	10,544	10,740	88.6
Teachers in area vocational schools	995	1,290	10.6
Teachers in vocational high schools	66	89	0.8
By Size of Staff			
Teachers in single teacher departments	6,066	5,940	52.7
Teachers in multiple teacher departments	5,516	5,318	47.3
By Kind of Programs			
Teachers in full-time production agriculture	5,021	3,733	32.6
Teachers in part-time production agriculture programs and had one or more classes in specialized programs such as Agricultural Supplies, Agricultural Mechanics, etc.	5,224	5,887	51.4
Teachers in full-time specialized programs such as Agricultural Supplies, Agricultural Mechanics, Agricultural Products, etc.	1,272	1,845	16.0

GRADUATES AND TEACHING POSITIONS BY STATES AND REGIONS

There was a close relationship between the regions with the largest number of teaching positions and those producing the largest number of qualified graduates as shown in Table VI. All regions placed more than one-half of their respective qualified graduates. The Pacific Region had the highest placement rate with 77 percent. Although the Southern Region qualified and placed the largest number of teachers, its rate of placement was lowest with 51 percent.

TABLE VI

PLACEMENT OF AGRICULTURAL EDUCATION GRADUATES BY REGIONS IN 1975

Region	Teaching Positions	Number Qualified Graduates	Number Placed in Teaching Vo-Ag	% Placed in Teaching Vo-Ag
Southern	5,751	815	417	51.2
Central	3,524	458	318	69.4
Pacific	1,582	244	188	77.5
North Atlantic	1,250	143	76	53.1

A comparison of the number of teaching positions in each of the states and regions is shown in Table VII. Nine states had over 400 teachers of agriculture in secondary schools. They included Texas, 1,443; California, 636; Ohio, 610; Minnesota, 597; Florida, 514; North Carolina, 485; Illinois, 461; Alabama, 443; and Oklahoma, 408.

The number of teacher replacements was highest in the Southern Region which required 554 teachers, followed by the Central Region with 475, the North Atlantic Region, 133, and the Pacific Region with 111. The Central Region had the greatest need for teachers on September 1 with 91; the Southern Region needed 81; the North Atlantic Region 32; and the Pacific Region 7.

TABLE VII

TEACHING POSITIONS IN VOCATIONAL AGRICULTURE
BY STATES AND REGIONS, SEPTEMBER 1, 1975

North Atlantic Region

State	Total Positions 8/1/75	Number Replacements Employed to 8/1/75	Net Gain in Positions Since 8/1/74	Total Teachers Needed	Teachers Still Needed 8/1/75
Pennsylvania (1974)	358	45	+ 33	78	22
New York	352	36	0	36	4
West Virginia	105	18	0	18	2
Maryland	88	12	+ 6	18	3
Massachusetts	82	3	+ 3	6	0
New Jersey	62	5	+ 3	8	0
Connecticut	52	0	+ 2	2	0
Vermont	46	7	0	7	0
Delaware	35	3	+ 5	8	0
New Hampshire	30	1	+ 9	10	0
Maine	22	1	0	1	0
Rhode Island	18	2	+ 1	3	1
TOTAL FOR REGION	1,250	133	+ 62	195	32

TABLE VII (continued)

TEACHING POSITIONS IN VOCATIONAL AGRICULTURE
BY STATES AND REGIONS, SEPTEMBER 1, 1975

Central Region

State	Total Positions 8/1/75	Number Replacements Employed to 8/1/75	Net Gain in Positions Since 8/1/74	Total Teachers Needed	Teachers Still Needed 8/1/75
Ohio	610	97	+ 49	146	26
Minnesota	597	74	+ 26	100	6
Illinois	461	103	+ 8	111	17
Wisconsin	325	35	+ 9	44	10
Missouri	287	32	+ 7	39	0
Indiana	277	27	+ 5	32	7
Iowa	260	6	+ 15	21	3
Michigan	197	15	+ 2	17	4
Kansas	176	30	+ 7	37	0
Nebraska	152	23	+ 2	25	0
North Dakota	116	14	+ 13	27	13
South Dakota (1974)	66	19	+ 2	21	5
TOTAL FOR REGION	3,524	475	+145	620	91

TABLE VII (continued)

TEACHING POSITIONS IN VOCATIONAL AGRICULTURE
BY STATES AND REGIONS, SEPTEMBER 1, 1975

Pacific Region

State	Total Positions 8/1/75	Number Replacements Employed to 8/1/75	Net Gain in Positions Since 8/1/74	Total Teachers Needed	Teachers Still Needed 8/1/75
California	636	20	+ 33	53	0
Washington	221	14	+ 9	23	0
Oregon	142	21	+ 2	23	2
Colorado	105	14	+ 12	26	2
New Mexico	85	11	+ 2	13	0
Idaho	77	4	+ 3	7	0
Arizona	76	2	+ 4	6	2
Utah	73	3	+ 1	4	0
Montana	71	13	+ 1	14	0
Wyoming	52	6	+ 2	8	0
Hawaii	24	0	+ 2	2	0
Nevada	20	3	+ 2	5	1
TOTAL FOR REGION	1,582	111	+ 73	184	7

TABLE VII (continued)

TEACHING POSITIONS IN VOCATIONAL AGRICULTURE
BY STATES AND REGIONS, SEPTEMBER 1, 1975

Southern Region

State	Total Positions 8/1/75	Number Replacements Employed to 8/1/75	Net Gain in Positions Since 8/1/74	Total Teachers Needed	Teachers Still Needed 8/1/75
Texas	1,443	140	+ 35	175	0
Florida	514	50	+ 20	70	19
North Carolina	485	23	- 7	16	8
Alabama	443	40	+ 9	49	0
Oklahoma	408	43	+ 10	53	0
Virginia	384	44	+ 10	54	8
Georgia	350	26	+ 3	29	4
Kentucky	307	38	+ 2	40	6
Mississippi	298	26	+ 6	32	3
Louisiana	296	13	+ 12	25	3
Tennessee	261	31	+ 2	33	5
Arkansas	258	35	+ 2	37	0
South Carolina	210	21	0	21	5
Puerto Rico	94	24	+ 10	34	5
TOTAL FOR REGION	5,751	554	+ 114	668	81
TOTAL FOR THE UNITED STATES	12,107	1,273	+ 394	1,667	211

In addition there were 1,141 teachers of agricultural technicians in technical institutes and junior and community colleges, making a grand total of 13,248.

NUMBER OF TEACHERS PREPARED BY STATE AND REGION

Table VIII shows that 1,660 persons were prepared for teaching vocational agriculture in the United States in 81 different institutions. Of those individuals, 999 became teachers of vocational agriculture, 238 entered other fields of work, 136 entered farming, 162 indicated plans to continue their education and 125 have chosen agricultural business careers. The largest number of teachers, 815 were prepared in the Southern Region, followed by 458 in the Central Region. The Pacific Region qualified 244 and 143 were prepared in the North Atlantic Region.

In most states one university has been designated for the preparation of teachers of vocational agriculture. States with more than one institution preparing teachers of vocational agriculture included Texas with 9; California, Illinois, Kentucky and Louisiana with 4 each; Alabama, Arkansas, Tennessee, and Wisconsin with 3 each; and Delaware, Florida, Georgia, Maryland, Mississippi, North Carolina, and Virginia each with two.

TABLE VIII

GRADUATES IN AGRICULTURAL EDUCATION
BY STATES AND REGIONS DURING THE 1974-75 SCHOOL YEAR

North Atlantic Region

State	Institutions Reporting	Number of Qualified Graduates					
		Teaching Vo-Ag	Agr. Business	Farming	Graduate Work	Other	Total
Connecticut	Univ. of Connecticut	2	0	1	1	2	6
Delaware	Delaware State	0	0	0	0	1	1
	Univ. of Delaware	4	0	0	0	1	5
Maryland	Univ. of Maryland	11	0	1	1	2	15
	Univ. of Maryland Eastern Shore	0	0	1	1	1	3
Massachusetts	Univ. of Massachusetts	5	2	0	4	6	17
New Hampshire	Univ. of New Hampshire	5	1	0	2	0	8
New Jersey	Rutgers University	4	0	0	2	4	10
New York	Cornell University	12	3	1	5	1	22
Pennsylvania	Pennsylvania State Univ.	21	5	4	0	4	34
Rhode Island	Univ. of Rhode Island	7	0	0	0	1	8
Vermont	Univ. of Vermont	0	1	0	1	2	4
West Virginia	West Virginia Univ.	5	0	1	2	2	10
TOTAL FOR REGION		76	12	9	19	27	143

TABLE VIII (continued)

GRADUATES IN AGRICULTURAL EDUCATION
BY STATES AND REGIONS DURING THE 1974-75 SCHOOL YEAR

Central Region

State	Institutions Reporting	Number of Qualified Graduates					
		Teaching Vo-Ag	Agr. Business	Farming	Graduate Work	Other	Total
Illinois	Illinois State Univ.	11	2	7	2	1	23
	Southern Illinois Univ.	6	1	1	3	1	12
	University of Illinois	11	0	1	1	0	13
	Western Illinois Univ.	3	0	1	0	0	4
Indiana	Purdue University	13	2	0	3	0	18
Iowa	Iowa State University	32	5	2	2	1	42
Kansas	Kansas State Univ.	20	2	5	3	0	30
Michigan	Michigan State Univ.	15	3	0	1	3	22
Minnesota	University of Minnesota	31	3	2	0	4	40
Missouri	University of Missouri	25	4	4	4	3	40
Nebraska	University of Nebraska	15	5	4	0	4	28
North Dakota	North Dakota State University	26	0	4	0	3	33
Ohio	Ohio State University	70	2	6	4	7	89
South Dakota	South Dakota State University	12	1	0	1	5	19
Wisconsin	Univ. of Wisconsin	4	2	1	2	1	10
	Wisconsin State University, Platteville	7	1	2	0	0	10
	Wisconsin State University, River Falls	17	3	1	3	1	25
TOTAL FOR REGION		318	36	41	29	34	458

TABLE VIII (continued)

GRADUATES IN AGRICULTURAL EDUCATION
BY STATES AND REGIONS DURING THE 1974-75 SCHOOL YEAR

Pacific Region

State	Institutions Reporting	Number of Qualified Graduates					
		Teaching Vo-Ag	Agr. Business	Farming	Graduate Work	Other	Total
Arizona	Univ. of Arizona	7	0	0	0	2	9
California	California State - Fresno	19	2	0	4	1	6
	California State - Pamona	29	1	0	1	0	31
	California State - San Luis Obispo	24	2	1	0	2	29
	Univ. of California - Davis	23	0	0	3	0	26
Colorado	Colorado State Univ.	8	0	5	0	2	15
Idaho	Univ. of Idaho	7	0	3	1	0	11
Montana	Montana State Univ.	12	0	1	0	0	13
Nevada	Univ. of Nevada	3	0	0	0	2	5
New Mexico	New Mexico State Univ.	11	0	3	3	2	19
Oregon	Oregon State Univ.	14	1	0	0	3	18
Utah	Utah State Univ.	5	0	1	0	2	8
Washington	Washington State Univ.	21	1	0	1	3	26
Wyoming	Univ. of Wyoming	5	1	2	0	0	8
TOTAL FOR REGION		188	8	16	13	19	244

TABLE VIII (continued)

GRADUATES IN AGRICULTURAL EDUCATION
BY STATES AND REGIONS DURING THE 1974-75 SCHOOL YEAR

Southern Region

State	Institutions Reporting	Number of Qualified Graduates					
		Teaching Vo-Ag	Agr. Business	Farming	Graduate Work	Other	Total
Alabama	Alabama A & M College	5	1	0	0	4	10
	Auburn Univ.	23	1	2	0	1	27
Arkansas	Arkansas State Univ.	3	7	1	2	1	14
	Univ. of Arkansas	9	0	0	3	4	16
	Univ. of Arkansas - Pine Bluff	1	0	0	0	1	2
Florida	Florida A & M Univ.	5	0	0	5	0	10
	Univ. of Florida	23	2	0	2	4	31
Georgia	Fort Valley State College	4	2	0	1	0	7
	Univ. of Georgia	15	0	1	3	0	19
Kentucky	Murray State Univ.	6	4	2	2	0	14
	Morehead State Univ.	6	1	1	0	2	10
	Univ. of Kentucky	18	5	3	2	4	32
	Western Kentucky Univ.	13	3	2	2	1	21
Louisiana	Louisiana State Univ.	6	0	0	3	2	11
	Louisiana Tech Univ.	9	0	1	2	1	13
	Southern University	3	1	0	2	1	7
	Univ. of S.W. Louisiana	7	1	0	0	2	10
Mississippi	Alcorn State Univ.	1	4	4	3	30	42
	Mississippi State Univ.	8	0	3	6	2	19

TABLE VIII (continued)

GRADUATES IN AGRICULTURAL EDUCATION
BY STATES AND REGIONS DURING THE 1974-75 SCHOOL YEAR

Southern Region

State	Institutions Reporting	Number of Qualified Graduates					
		Teaching Vo-Ag	Agr. Business	Farming	Graduate Work	Other	Total
North Carolina	A & T State Univ.	3	1	0	4	2	10
	North Carolina State University	10	0	4	3	7	24
Oklahoma	Oklahoma State Univ.	53	7	5	6	3	74
South Carolina	Clemson Univ.	3	1	2	5	4	15
Tennessee	Univ. of Tennessee Knoxville	3	0	0	0	3	6
	Univ. of Tennessee Martin	6	0	2	2	1	11
Texas	East Texas State Univ.	34	4	3	4	4	49
	Prairie View A & M College	1	0	0	5	4	10
	Sam Houston College	30	2	1	8	3	44
	South West Texas State Univ.	7	3	0	2	5	17
	Stephen F. Austin State Univ.	9	1	1	2	3	16
	Tarleton State Univ.	21	8	12	6	12	59
	Texas A & I Univ.	4	1	2	2	6	15
	Texas A & M Univ.	15	0	9	10	25	59
	Texas Tech Univ.	17	6	9	1	3	36
Virginia	Virginia Polytechnic Inst. and State Univ.	28	3	0	3	6	40
	Virginia State College	4	0	0	0	5	9
Puerto Rico	Univ. of Puerto Rico	4	0	0	0	2	6
TOTAL FOR REGION		417	69	70	101	158	815
TOTAL FOR UNITED STATES		999	125	136	162	238	1,660

SUGGESTIONS TO STATES WITH TEACHER SHORTAGES

Tables IX and X are included to aid those who wish to locate additional teachers from other states. A comparison of the number of teachers qualified and the numbers employed but not teaching in Table IX, shows that all of the regions had an appreciable number of qualified persons accepting other positions. It is also emphasized that only a few persons (5.7 percent) qualified as teachers, left their home states to find employment in vocational agriculture.

TABLE IX

PLACEMENT OF GRADUATES IN NONTEACHING POSITIONS AND OUTSIDE THE STATE BY REGION IN 1975

Region	Teachers Qualified	Employed But Not in Teaching	Employed Outside the State
Southern Region	815	398	49
Central Region	458	140	19
Pacific Region	244	56	12
North Atlantic Region	143	67	14
TOTAL	1,660	661	94

Table X lists all states with 13 or more agricultural education graduates employed but not teaching vocational agriculture. These states may well represent desirable sources of teachers of vocational agriculture for those states anticipating a shortage. Table X shows that of the 1,092 graduates qualified for teaching, 463 entered other career fields. The first two states listed, Texas and California had a total of 184 qualified persons last year who were employed in occupations other than teaching vocational agriculture.

TABLE X

STATES WITH THIRTEEN OR MORE
AGRICULTURAL EDUCATION GRADUATES EMPLOYED
IN POSITIONS OTHER THAN TEACHING
VOCATIONAL AGRICULTURE

State	Total Qualified	Employed in Other Positions
Texas	305	167
California	112	17
Ohio	89	19
Kentucky	77	34
Oklahoma	74	21
Mississippi	61	52
Arkansas	52	19
Illinois	51	21
Virginia	49	17
Wisconsin	45	17
Louisiana	41	16
Missouri	40	16
North Carolina	34	21
Pennsylvania	34	13
Nebraska	28	13
TOTAL	1,092	463

APPENDIX

DUE SEPTEMBER 1, 1975

RETURN TO: Dr. David G. Craig
Department of Vocational-Technical Education (Agriculture)
308 Morgan Hall
The University of Tennessee
Knoxville, TN 37916

PLEASE - Return by September 1, 1975

SURVEY OF TEACHER SUPPLY AND DEMAND
IN VOCATIONAL AGRICULTURE

Name _____ Position _____ State _____

1. Number of teachers of vocational agriculture employed in your state during 1974-75 school year. _____ (Do not include teachers in technical institutes and community colleges.)

2. Number of replacements required for the above teachers during the past year. _____.

3. Number of new and additional positions in teaching vocational agriculture which became available during the past year (7/1/74 to 6/30/75). _____ Number of positions discontinued. _____ Net gain in number of positions during past year. _____

4. Number of newly qualified candidates for teaching vocational agriculture still available (8/1/75). _____

5. Number of vocational agriculture teachers still needed (8/1/75) but not available in your state. _____

6. Number of vocational agriculture teachers last year who held emergency or temporary certificates. _____

7. Number of departments which probably will not operate this year because of a shortage of teachers. _____

8. Of the total number of vocational agriculture teachers reported in Item 1, how many teachers:

   8.1 Taught adult and young farmer classes only. _____

   8.2 Taught high school classes only. _____

   8.3 Taught both high school and out-of-school classes (adult and/or young farmer classes). _____

(8.1 + 8.2 + 8.3 should equal the number of teachers reported in Item 1.)

How many teachers reported in Item 1:

8.4 Taught in general or comprehensive high schools. _____

8.5 Taught in vocational high schools. _____

8.6 Taught in area vocational schools. _____

(8.4 + 8.5 + 8.6 should equal the number of teachers reported in Item 1.)

How many teachers reported in Item 1:

8.7 Taught in single teacher departments. _____

8.8 Taught in multiple teacher departments. _____

How many teachers reported in Item 1:

8.9 Taught full time in production agriculture programs. _____

8.10 Taught part time in production agriculture programs and had one or more classes in specialized programs such as agricultural supplies or ornamental horticulture. _____

8.11 Taught full time in specialized programs such as agricultural supplies or ornamental horticulture. _____

(8.9 + 9.10 + 8.11 should equal the number of teachers reported in Item 1.)

9. In addition to the teachers of vocational agriculture reported in Item 1, how many were employed as teachers of agriculture in post high school institutions such as community colleges, technical institutes, or area schools? _____

DUE SEPTEMBER 1, 1975

DUE SEPTEMBER 1, 1975

RETURN TO: Dr. David G. Craig
Department of Vocational-Technical Education (Agriculture)
308 Morgan Hall
The University of Tennessee
Knoxville, TN 37916

PLEASE - Return by September 1, 1975

SURVEY OF TEACHER SUPPLY IN VOCATIONAL AGRICULTURE IN 1975

1. Total full-time undergraduate enrollment in your institution:

   1.1 In Agriculture (not including home economics). _____

   1.2 In Agricultural Education. _____

2. Number qualified for teaching vocational agriculture from your college or university 7/1/74 to 6/30/75. _____

3. Of those qualified above, how many had entered the following occupations by 8/15/75?

   3.1 Teaching Vo-Ag _____ 3.5 Graduate work _____

   3.2 Teaching other subjects _____ 3.6 Armed Forces _____

   3.3 Farm sales service or supply _____ 3.7 Other _____

   3.4 Farming _____

4. Of those qualified during 7/1/74 to 6/30/75, how many were employed in Vo-Ag outside your state? _____

   4.1 Of the graduates who took Vo-Ag jobs in other states, please list the number going to each state.

STATE	NUMBER
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Signed _____ Institution _____

DUE SEPTEMBER 1, 1975